**I affirm. Resolved: In The United States, National Service ought to be Compulsory.**

To clarify the resolution, I observe that national service is defined by

**Sherraden 85’** Sherraden, Michael W.; Eberly, Donald J. "Individual Rights and Social Responsibilities: Fundamental Issues in National Service." Public Law Forum 4.1 (1985): 241-258.

**an organized program in which individuals give a period of service to the nation** or community. Generally, national service is thought of as a program for teenagers or young adults, but it is possible to consider national service for other age groups as well. Service **projects might be in any of a wide variety of areas, such as disaster relief, social services, housing rehabilitation, energy and natural resource conservation, education, public works, or international service**.

**Humans unlike non-humans have the mental capacity to evaluate normative decisions**

**Ayala 10’** Ayala, Francisco J. “The Difference of Being Human: Morality.” JSTOR, National Academy of Sciences, 11 May 2010, www.jstor.org/stable/pdf/25681533.pdf?refreqid=search%3Ae131d2f00c78caadb6be59e46b64590d.

The **moral sense refers** first and foremost **to** our **predisposition to evaluate** some **actions as virtuous**, or morally good, and **others as evil, or morally bad.** Morality, thus, consists of the urge or predisposition to judge human actions as either right or wrong in terms of their consequences for other human beings. In this sense, **humans are moral beings by nature because their biological constitution determines the presence in them of the** three necessary **conditions for ethical behavior**. These conditions are the **ability to anticipate** the **consequences of one's own actions**; (ii) the ability to **make value judgments**; and the **ability to choose** between **alternative courses of action**. These abilities exist as a consequence of the eminent intellectual capacity of human beings.

This implicates 2 things:

1. Humans are biologically able to determine ethical conclusions
2. Morality serves as a guide to an action in order to have an inherent purpose

I value morality since ought implies a moral obligation.

Thus, the criterion is minimizing inequality.

Prefer:

1.People function better in societies when they’re treated as equals

**Dorling** **17’** Dorling, Danny. “Humans Are Most Atrocious When We Live under the Weight of Great Inequalities | Danny Dorling.” The Guardian, Guardian News and Media, 15 May 2017, www.theguardian.com/inequality/2017/may/15/humans-most-atrocious-when-we-live-under-weight-great-inequalities-danny-dorling.

In**equality matters because human** being**s** are creatures that **thrive** in societies **where we are treated** more **as equals than** as being **greatly unequal** in mental ability, sociability or any other kind of ability. **We work best**, behave best, play best and think best when we are **not** laboring **under the assumption that some of us are** much **better**, more deserving and so much able  **than** **others.** We perform the worst, are most atrocious in our conduct, are least relaxed and most unimaginative in outlook, when we live under the weight of great inequalities – and especially under the illusion that these are somehow warranted.

Thus, states must provide all citizens a baseline level of political equality.

**Daniels 02’** Norman Daniels. Democratic Equality: Rawls’s Complex Egalitarianism. 2002.

Because of their interest in recognitional equality, when **contractors** choose principles they **must assure all citizens** that the **terms** of cooperation **sustain their sense of self-respect.** Self-respect is sustained when there is a basis for each to recognize and respond to others as equal citizens. **The fundamental importance of protecting** the capability of **all to participate in democratic processes and public life**, and of not simply assuming people formal rights that might be thought empty of real meaning or effect, **derives from this concern to protect** the recognitional components of **equality.** Those who are best off must retain the awareness that the worst off are still equal and worthy participants in the democratic regulation of society. **Those who are worst** off **must** continue to **see themselves as** worthy **equals** in participation, in opportunity, and in the interest they have in pursuing their ends -- **or they will not be able to sustain their self-respect** and thus their participation. A key reason for insisting that the term “democratic equality” refers to the all three principles of justice, and not just to fair equality of opportunity and the difference principle, derives from the importance of this egalitarian idea about the social bases of self-respect, with its echo of Rousseau.”

**I contend that Compulsory National Service maximizes equality.**

**Contention 1: Educational Inequality**

Currently in the United States Low-Income students are not getting their fair share of quality education that they deserve

Brown, Cynthia. "Ensuring Equal Opportunity in Public Education." Center For American Progress, 10 June 2008. Web. 27 July 2016.

The intense international competition that our country faces in today’s global economy demands that all of America’s youth receive the kind of education that they need and deserve. Yet **our public education system is failing us.** In order to repair this broken system, **the United States must confront the fact that inequality continues to plague our public schools. One of the most harmful manifestations of this is that local school district funding is allocated in a way that hurts poor and minority students. A study** by the Thomas B. Fordham Institute **found that educational funding is being allocated on the basis of** "staff allocations, program-specific formulae, squeaky-wheel politics, property wealth, and any number of other **factors that have little to do with the needs of students."** The outcome of such practices is predictable: **A further widening of the dangerous achievement gap that has become endemic in American schools today.**

**College today has become a joke on the poor, students who come from low-income backgrounds become unmotivated**

**Kolodner** **15’** Kolodner, Meredith. "Why Are Low Income Students Not Showing up to College, Even Though They Have Been Accepted?" The Hechinger Report. The Hechinger Report, 14 Sept. 2015. Web. 29 July 2016.

**Financial issues are often central to why a student begins to give up.** **Like many of the recent grads she is coaching, Raymi Echavarria, who will be a junior at Hunter College this fall, was the first in her family to go to college.** “My students have never seen anyone go to college and take out all of these loans,” said Echavarria, 20. “They’ve never seen anybody take out the amount of loans they’re taking out. Sometimes that’s really scary.” **For many young people, there is a steep learning curve. One student thought that a “subsidized government loan” was the same thing as a grant, which doesn’t have to be paid back. When she and her family learned that they would be thousands of dollars in debt, they decided they couldn’t afford college**. Another student missed the deadline to get into the dorms at a State University of New York college. Her parents decided that it was both unsafe and too expensive to live off campus in an apartment. She and her coach are now working to get admission to the City University of New York, so she can live at home. **In yet another case, a student won a full scholarship to a private university, but then her family received a $1,400 bill for health insurance that they couldn’t pay.** And a student headed to a public college received a bill for $4,000 because his federal loan hadn’t arrived on time. He believed he wouldn’t be able to attend, but the coach is trying to track down the payment so the student can enroll.

**Compulsory National Service would create the opportunity to for low-income students to receive educational equality.**

#### Corporation for National and Community Service 11’ National and Community Service, "National Service: Improving Learning, Strengthening Schools." Corporation for National and Community Service. Corporation for National and Community Service, 5 May 2011. Web. 26 July 2016.

At a time when America is challenged to improve education and ensure our national growth and prosperity, the Corporation for National and Community Service (**CNCS**) **is leading a citizen**-driven **effort to provide students across the country with the skills and experiences they need to succeed in the 21st century.** Given the chance, all students can succeed. At CNCS, we have a simple strategy: create the conditions that make children and youth want to learn, and give them the opportunity to achieve. The most important support we can give our students is the attention of caring, capable individuals who are dedicated to helping them learn. **We train and support educators, and connect skilled volunteers with students who benefit from their guidance. This is** “people power”— **millions of people serving, to help millions of students succeed.** Experts agree: the strategies that best help students achieve include family involvement, tutoring, mentoring, teacher support, and expanded learning opportunities. They also include giving students the chance to serve—to contribute through meaningful experiences that teach them about their world inside and outside the classroom or the campus. Education has always been one of our highest priorities. As part of the expanded mandate of the Edward M. Kennedy Serve America Act and our new Strategic Plan, we are placing a greater emphasis on identifying strategies and programs that work, funding them, and driving innovation in education**. Over the** next five **years, we will bring our proven national service efforts to more schools and communities to help more students graduate from high school, pursue higher education, and compete in the global economy.**

**National Service empirically helps to curb the dropout rate**

**Stengel ’07** Stengel, Richard. "The Case For National Service." Time. Time Inc., 30 Aug. 2007. Web. 29 July 2016.

Since 1994, **500,000 people have gone through AmeriCorps programs tutoring and teaching in urban schools**; managing after-school programs; cleaning up playgrounds, schools and parks; and caring for the elderly. After Katrina, **AmeriCorps participants descended on the Gulf Coast within 24 hours and have since contributed more than 3 million hours of service.** AmeriCorps members earn a small stipend for their volunteering and receive education awards of up to $4,725 per year. Right now, says David Eisner, CEO of the Corporation for National and Community Service, **"AmeriCorps is the best-kept secret in America." But under this national-service proposal, the program would *more than triple in size,* from 75,000 members each year to approximately 250,000**. "We don't need to reinvent this nascent infrastructure," says Brown. "We need to take it to scale." **Presently, AmeriCorps is a catch-all initiative for a variety of different programs.** Here are four new branded corps and other programs that could come under the new Department of National Service. **The idea here is to create a cadre of tutors, teachers and volunteers who can help the 38% of fourth-graders who can't read at a basic level.** The **members of the Education Corps would also lead after-school programs for the 14 million students — a quarter of all school-age kids — who do not have a supervised activity between 3 and 6 p.m. on schooldays.** Studies show that **students who spend no time in after-school programs are almost 50% more likely to have used drugs and 37% more likely to become teen parents than students who spend one to four hours a week in an extracurricular activity.** The Corps members would also **focus on curbing America's dropout epidemic.** Right now, **50% of the dropouts come from 15% of the high schools in the U.S., most of them located in high-poverty city neighborhoods and throughout the South. The Education Corps would focus on those troubled school districts.**

**Contention 2: Economic inequality**

**National Service provides skills that increase employment**

**Voices for National Service** **12’** National Service: Providing Pathways to Employment. Voices for National Service, July 2012, voicesforservice.org/wp-content/uploads/2016/03/PathwaysReport-1.pdf.

**Programs supported by** the Corporation for National and Community Service (**CNCS**) **provide** young **people with the skills** required to successfully transition from school and less than fulfilling jobs **to meaningful careers.** While serving their country through CNCS programs, young **Americans learn valuable workplace**, communications, and leadership **skills.** This valuable on-the-job training and skill building empowers alumni to explore new career opportunities and motivates many to remain in the field in which they served. For example, Community HealthCorps trains and deploys AmeriCorps members to promote healthcare for America’s underserved. During their year of service, AmeriCorps members receive extensive on the job training. **As a result, two-thirds of** Community **HealthCorps alumni**, many of whom had no prior experience in the healthcare field, **pursued careers as doctors, health educators, social workers, medical assistants, and registered nurses.** Similarly, **87 percent** of Public Allies’ 3,200 **AmeriCorps graduates** have leveraged the leadership skills they developed with Public Allies to **pursue careers in public service.** Finally, Teach for America - a nonprofit organization that deploys AmeriCorps members to teach in our nation’s lowest performing schools for two years – inspires **67 percent of** its alumni to **remain in the education sector**. Some work as full time teachers and many as education entrepreneurs, creating some of the most innovative education reform organizations, programs and schools.

**National Service substantially increases private sector partnerships, increasing financial support for its members**

**Aspen 13’** "Ionsep Corp. Inc." A 21st Century National Service System 93.6 (2013): 51.FranklinProject Plan of Action Final. Aspen Institute, 25 June 2013. Web. 29 July 2016.

Together**, these two agencies – the Corporation for National and Community Service and the Peace Corps – support thousands of national service participants and volunteers each year.** **Applications for these service opportunities supported by these agencies far outstrip the available supply**. Similarly, demand by organizations that want to offer AmeriCorps positions significantly exceeds the supply of AmeriCorps grant funds, **with funding available to approve only one in five AmeriCorps grants requested last year. Increased federal funding and private sector partnerships could significantly expand these programs and enable them to be more effective.**